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ABSTRACT

For this practicum, a program of multimedia peer dramatic presentations was developed to improve the vocabulary skills of middle school students. Each week for 10 weeks a target group of 18 randomly selected students viewed 5 short video skits (produced by broadcast arts students) which were designed to introduce and define new vocabulary terms; the target group also participated in daily writing activities to reinforce the new vocabulary skills. A control group of 18 students was also randomly selected to learn the same vocabulary through similar writing activities but without viewing the television broadcasts. Both groups were given a pretest prior to implementation of the practicum and a posttest at the conclusion of the treatment to determine the extent of mastery of 50 new vocabulary terms. Results revealed that the control group achieved a median gain of two points which were attributed to normal learning activities and exposure to reinforcement exercises, while the target group evidenced significantly higher levels of achievement in vocabulary skills. Findings suggest that the utilization of multimedia peer dramatic presentations to introduce and reinforce vocabulary skills is a successful means of facilitating learning. (Five tables of data are included; three appendixes including the vocabulary pre- and posttest, activities booklet, and teacher's lexicon are attached.) (KEH)

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A PROGRAM TO DEVELOP VOCABULARY SUCCESS THROUGH MULTIMEDIA TECHNIQUES

by

LINDA WILLS

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June/1990

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The project was immediately effected schoolwide and an integral part of our Quality Instructional Improvement Project. The entire school benefited from this project which was done over closed circuit T.V. WRK

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Linda D. Wells

Abstract

A Program To Develop Vocabulary Success Through Multimedia Techniques.
Wills, Linda G., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Secondary Education/Multimedia Learning/Peer Dramatics/Vocabulary Skills Development/Language Skills Improvement/Multi-Sensory Learning/

The high percentage of students failing to make progress on the Stanford Achievement Test in the area of reading comprehension while improving in their math scores each year on the same test was addressed through the use of multimedia peer dramatics. Two basic strategies for improving vocabulary skills were administered: Weekly viewing of multimedia peer dramatic presentations to introduce and define new vocabulary terms, and daily written activities to introduce, define, extend, and reinforce the new vocabulary skills. The control group participated in the daily written activities but did not view the television broadcasts. The results indicated increased levels of achievement for the target group as compared to the control group. It was concluded that the utilization of multimedia peer dramatic presentations to introduce and reinforce vocabulary skills is a vehicle to facilitate and increase learning and achievement. Appendices include Vocabulary Pretest/Posttest, Vocabulary Activities Booklet and Teacher's Lexicon. Attachments include video recording of 10 vocabulary lessons using peer dramatics to introduce 50 vocabulary terms.

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CHAPTER I

Purpose

The skills needed by a middle school student to successfully meet and succeed in the course requirements today are very challenging for even the best of students. A large, rich, working vocabulary is an extremely important facet of today's education as more and more emphasis is placed on communication skills.

The writer is a fourth year public school teacher at a middle school. She is the sponsor of the State Champion Cheerleading squad and is also responsible for the Magnet Talented Dance Program. Her responsibilities include teaching classes in classical ballet and coordinating consultant teachers for the modern and jazz dance classes. The author's students must present an annual spring concert under her artistic supervision. The writer is a member of the scheduling committee of the School Board Management Council.

All of these experiences have afforded the author with many opportunities to observe that many students have difficulty in the areas of written and verbal

communications. Supervising students in the classroom, at structured rehearsal and practice sessions, and at more relaxed activities during trips to competitions has reinforced the writer's concerns.

The demographic characteristics of the school consist of a multi-ethnic population which is equally divided among Hispanics, non-Hispanic Whites, and Blacks. The socioeconomic status varies from levels of poverty to the affluent upper middle class. After a search of students' cumulative records, it was found that 51.7 percent of the students come from single parent homes usually with a female as head of the household. Many students return from school to an empty house where there is little parental involvement or presence. The socioeconomically depressed students are grouped heterogeneously with the upper middle class students without consideration being given to prior knowledge, experience, or background. It has been observed that the socioeconomically depressed students appear to be at a distinct disadvantage in many of the classrooms.

The Hispanic students appear to be equally at a disadvantage in the classroom settings as English is not their native language. Whether the students are from two parent, upper middle class background or are depressed

economically, many of these students only hear Spanish spoken in their homes. During leisure time, the students also tend to use Spanish communication skills. It was observed that a large number of Hispanic students use poor written and verbal communication skills in English even though they are adept in those same skills in their native language. This was corroborated by many of the teachers interviewed at the school.

As a classical ballet teacher within a "Talented Arts Magnet" middle school, the author has given written assignments in nutrition, physiology, kinesiology, anatomy, and dance history. Because dance is primarily a subjectively graded course of study, objective assignments must be given to balance the writer's grading policy. Teaching three, two hour periods each day in a classroom of seventh, eighth, and ninth grade students is quite a challenge as maturity and educational skills vary tremendously.

Being a magnet school for the arts as well as having a full-time gifted education center, a center for severely emotionally disturbed students, a center for emotionally handicapped students, a learning disability center, and many English as a second language (ESOL) students provides a varied population for every teacher.

This setting is a challenging arena in which to motivate and educate the pre-adolescent and adolescent students.

Prior to the introduction of the Talented Arts Magnet program in 1984 and the full-time gifted education center in 1985, the school had a population primarily composed of socioeconomically depressed Black students. This school, with a capacity of 1,000 students had an enrollment of only 630 students. The problems of declining enrollment were attributed by the County Administration Office to disciplinary problems and "white flight" from the surrounding neighborhood. With the introduction of the 350 magnet artistic students and 120 gifted education students, a new attitude of positive behavior, increased school attendance, growth in human relations between students of different ethnicity, and faculty cohesiveness developed.

The County Administrating Office and Neighborhood Consortium investigated the records for poor progress and increased dropout rates in Black communities. They found that many economically poor students came from single parent homes where that parent was a female. They have referred to this factor as the "feminization of poverty." It was further stated that this contributes to the poor progress and lack of interest in school by many Black

students as they are rarely exposed to Black male role models. These same students are not exposed to large vocabularies nor do they have the luxury of having a parent with them after school who can encourage and assist in their setting and achieving educational goals. Many of these students appear to have difficulty approaching and understanding new words. The native Spanish speaking students appear to have the most difficulty with multiple meaning words and their correct usage in context. All of these factors, when taken into consideration, begin to point to a middle school that does not have a strong base of vocabulary skills. This has been proven in recent literature to be a primary factor in consistently poor reading comprehension scores on standardized achievement tests. As noted in Table I, this particular middle school seems to be making progress in all areas assessed on the Stanford Achievement Test except on the subtests of reading comprehension and vocabulary. It is evident that this issue must be addressed and corrected so as to assure each student's successful educational future.

Table I

School Wide
Stanford Achievement Test Scores

	STANINES OF READING COMPREHENSION	STANINES OF MATH COMPUTATION	STANINES OF MATH APPLICATION
1988-1989			
7th Grade	3	7	7
8th Grade	4	8	9
9th Grade	5	8	8
1987-1988			
7th Grade	3	7	6
8th Grade	3	8	7
9th Grade	4	7	7
1986-1987			
7th Grade	2	6	5
8th Grade	3	6	4
9th Grade	3	7	5

Vocabulary power is an extremely important facet of reading comprehension and is somewhat overlooked as students leave the confines of the basal reader lessons in elementary school. Each teacher's edition of the basal reader series has a section dealing with vocabulary building of the words to be introduced in each story and suggested activities for their introduction and reinforcement. Vocabulary building does not appear to be continued with intensity beyond the elementary grades and

especially in the middle schools. Most content area teachers in the middle schools teach the literal or scientific meanings of words, but only when necessary for a specific topic. Connotative and multiple meanings of words are rarely dealt with in an interesting way. In the middle school, it has been observed that long lists of words are provided for students to use their dictionaries. They locate the meanings and then write a sentence with each word to demonstrate that the meanings are known. This technique in itself is not bad, but is often overused and eventually becomes quite boring to the students.

Students who maintain a strong interest in acquiring new words and new meanings for the old words usually have excellent reading comprehension skills. When Sesame Street was introduced on television as a technique of teaching concepts to very young children, an important method of using multimedia provided motivation and held their interest. It is well known that students learn best those things in which they have a strong interest. The middle schools have not capitalized on this technique of using multimedia to interest students in expanding their vocabularies and thereby improving reading comprehension.

Middle grade students are in jeopardy academically because of their limited vocabulary and lack of interest in expanding it. The problem exists for the seventh, eighth, and ninth grade students who, in this study, perform well in the area of mathematics, but their scores in reading comprehension are three to five stanines lower on the Stanford Achievement Test. They have failed to master the minimum performance standards in the area of reading comprehension. Many of these standards are based on the skills needed to identify appropriate definitions of multiple meaning words which are presented in sentences. Others require the student to identify the meanings of words using context clues. Given multiple meanings of words in a sentence or simply trying to identify the meanings of words appear to be frustrating exercises for students.

The lack of word identification skills appears to carry over to other school performances. During segments of their class assignments, the students appeared to lack the ability and motivation to substitute new words and they continued using their limited vocabulary throughout their written compositions. With the wealth of synonyms available to make their writing more interesting to

themselves as well as other readers, the students continued to use the same "old, familiar, tired words."

The students identified as the target group are from a multi-ethnic population of Hispanics, non-Hispanic Whites, and non-Hispanic Blacks. Their socioeconomic status varies from extreme poverty to the affluent upper middle class. Many of these seventh, eighth, and ninth grade participants have limited English language skills. Examination of cumulative records revealed some helpful information about the target group. The data has been summarized in Table II.

Table II

Target Group Information

Average Grade Level 1989-1990 School Year	8th Grade
Average Age	13.1 Years
Average Reading Comprehension Stanine on Stanford Achievement Test 1988-1989	4
Average Math Computation Stanine on Stanford Achievement Test 1988-1989	7
Average Math Application Stanine on Stanford Achievement Test 1988-1989	8
Average Income Per Household Based on Students Information and Limited Knowledge	$28,500/Year

The problem is clearly demonstrated by the Stanford Achievement Test scores of the target group. When these scores are compared with the general population and other areas of the test, the reading comprehension scores indicate a deficit. Data showed that most of the students in the target group fell in the fourth or fifth stanine range. Although this appeared average to the observer, further study showed that all other areas of the test placed the same students in the seventh, eighth,

and ninth stanine range. Mathematics scores in the seventh, eighth, and ninth stanines indicate that these students have an excellent aptitude and reflect the need for more indepth remediation to bring their reading scores to the level of their mathematics scores.

As the mathematics scores are three to five stanines higher than the reading scores for the target group, a new approach to vocabulary instruction appears to be needed. When a majority of these students speak English as their second language and/or are socioeconomically depressed with limited experiences, a problem clearly exists stemming from their limited vocabulary. It would seem that by enriching these students' vocabulary knowledge and usage, their reading comprehension scores would rise more nearly to the level of their mathematics score and apparent aptitudes.

This project sought to solve the problems of the seventh, eighth, and ninth grade students who are performing three to five stanines higher in the area of mathematics than in the area of reading comprehension on the Stanford Achievement Test.

A target group of 18 students was selected from one of four talented dance classes at the magnet middle school. This group was randomly drawn from the seventh,

eighth, and ninth grade who are members of the dance arts strand. The same procedure was used to select a control group of 18 students. Both randomly assigned groups represented a population which varies economically. They range from the socioeconomically depressed to the upper middle class. The population from which the sample was drawn varies ethnically and contains students from the non-Hispanic Black, White, and Hispanic cultures.

The target group and the control group were given a pretest prior to implementation of the practicum and a posttest at the conclusion of the treatment to determine the extent of mastery of the new vocabulary terms (Appendix A:40).

Over a period of 10 weeks, the target group demonstrated mastery of 50 new vocabulary words by achieving a median gain of 5.5 on the paper and pencil, multiple choice posttest.

The target group's pretest and posttest scores were compared to the control group's pretest and posttest scores to evaluate the success of the program.

CHAPTER II

Research and Solution Strategy

In determining why some middle school students were not making academic progress as measured on standardized test scores, teachers and students were interviewed in addition to searching the literature.

It appears that students are engrossed with technological entertainment and the old methods of introducing new vocabulary terms does little to motivate students to improve their language skills. The question arises as to the effectiveness of current teaching strategies when they are compared to the motivating and captivating technological inventions such as Nintendo. Even as young children todays students were brought up in the era of educational television programs such as Sesame Street. It is therefore a necessity to look at strategies that build upon students' earlier multimedia educational experiences rather than demanding instant weaning from them.

The teachers reported that many of the students did not finish the individual subtests and appeared to need

more time on each of them. When students were asked why they did not complete the subtests, many stated that they did not know a lot of the words and it took too much time trying to figure them out. In further discussions with the teachers, it was determined that vocabulary development was an important part of their teaching strategies. However, according to the teachers, usually new vocabulary was taught in the following manner: words were listed on the chalkboard; words were pronounced by the teacher; students found the words in a dictionary, and then students wrote sentences with each of the words.

Cunningham (1978) investigated how vocabulary development was taught in secondary schools in North Carolina. She found that the same program that was used in elementary schools was replicated in secondary schools on a larger scale. If the students were not successful in vocabulary development in elementary schools, how could the same techniques be effective in secondary schools even if deference was made to the interests and tastes of the older students? Cunningham proposed a teaching strategy that was designed to enable secondary students to decode polysyllabic words. It allowed the students to use their store of sight vocabulary words and their knowledge of beginning sounds; e.g., initial

consonants, blends, and diagraphs, to decode polysyllabic words. It appeared to be just another technique for word pronunciation without building-in comprehension. Even though the word recognition technique appeared to afford the students a method of word attack, it seemed to be an extremely time-consuming technique without comprehension of word meaning. It does not seem to be "post-effective."

Johnson, Pittlman, and Heimlich (1986) described semantic mapping as a technique for developing vocabulary growth with comprehension as an integral part. It is a categorical structuring of information in visual form. One of the positive elements of a completed semantic map is that it provides the teacher with information about what the students know and shows anchor points upon which new concepts can be built. It is a content approach in which students are required to relate new words to prior knowledge and their own experiences. In graphic form the new words and known words are displayed and students are encouraged to supply category labels for groups of words. It would seem that in content reading, especially, this technique would be beneficial to most students. Semantic mapping could easily be used as a study guide. An extension of the semantic map could be the introduction

and extension of outlining by using the category labels as major headings with the old and new words or concepts as subheadings. This in turn could assist a student in organizing concepts for writing creative materials. The ESOL student would find this strategy beneficial because of its inherent adaptations to the comprehension of multiple meanings of English words. It would seem that visual learners would be very comfortable with developing vocabulary through semantic mapping.

Learning words from context is another instructional strategy used to develop students' vocabulary skills. Nagy, Herman, and Anderson (1985) investigated the effectiveness of context clues in aiding students to recognize unknown words and the meanings and/or concepts they represented. However, these researchers in 1985 were interested in determining if incidental learning from context accounted for large proportions of the vocabulary growth the occurs during the school years. The researchers found that vocabulary growth is largely through an often interrupted activity (reading instruction) and it is called "Reading." It would seem that the researchers are correct when dealing with students who can read well enough to enjoy the activity. Many readers in the middle schools stumble over new words

so often that comprehension of the reading material is impossible.

Bos, Anders, Filip, and Jaffe (1989) investigated the use of an interactive vocabulary strategy of instruction in content area reading. They measured the effects of comprehension, when used with adolescents with learning disabilities. They too, much like Johnson, Pittlman, and Heimlich, taught vocabulary in a graphic way prior to the students reading the text. Jaffe listed the concepts across the top of a chart, with the new vocabulary listed on the left side. Through discussions, the students were asked to predict the meanings of the words under each concept. After reading the text, students again discussed the meanings, corrected any misconceptions, and verified those that were correct. It would seem that this would be a viable way to teach vocabulary, not only to learning disabled students, but to students without learning disabilities. Students appear to like interaction among themselves and with the teacher in that they are able to express their knowledge and verify their own thinking processes. Although this method was found to be a successful one for teaching vocabulary, it appears to be very time-consuming and

would add many hours to the teachers' planning time for each lesson.

The importance of vocabulary development at all levels of schooling was supported by Simpson (1987). Simpson's research dealt with different ways of evaluating students' vocabulary knowledge within the content areas of the curriculum. He stated that the principle tasks of teachers at all levels of education were to teach the words and the meanings, and the concepts they convey.

Locally, one area high school determined their low stanines on standardized achievement tests were related to poor vocabulary skills. Similar to the target middle school they have a large Black and Hispanic community with a varied socioeconomic makeup. The assistant principal in charge of curriculum reported at the State Reading Convention their successful solution to the problem.

Each week five new vocabulary words were introduced over the speaker system during morning announcements. Teachers were instructed to include the five vocabulary words in their lesson plans. At the conclusion of the week the name of every student who scored 100 percent on a paper and pencil test was entered into a "Lotto" type

of drawing for prizes. The prizes consisted of cruises, bicycles, gift certificates and other items donated by the community. Expenses for the program were reported minimal due to community involvement. The project was deemed successful as the school was named a "SCHOOL OF EXCELLENCE" for that particular year. The assistant principal indicated the improvement of test scores was a contributing factor to receiving the award. This program appears to be dependent on the cooperation of the faculty and innovative motivational techniques such as prizes for mastering the vocabulary terms.

After speaking to the reading teacher at another local high school it was noted that their school had declining test scores in the area of reading comprehension. While vocabulary skills were not named as a specific factor, recent research has proven this to be a factor as well as an indicator of low comprehension vocabulary skills. The solution to this problem has been to increase personal time for reading. Teachers enforce a period of 20 minutes, three times a week during home room where students must read. The student can decide what they read but rules regarding the reading activity are strictly enforced. While their standardized test scores appear to be on the rise the gain is not

significant enough to determine if this reading program is the main contributing factor.

Reading teachers at two other area middle schools were contacted and both had no specific solution to the problem of low test scores on the subtest of reading comprehension. Both teachers stated that similar methods were used to introduce new vocabulary words to students in all areas of the curriculum. Dictionaries were used to look up the words and sentences were written using the words in context. Innovative vocabulary skills and techniques are reported not to be a priority at either school.

After interviewing key personnel at other schools and reviewing the recent literature the writer feels that a beneficial solution can be implemented at many secondary schools.

In their position paper Reiser, Williamson, and Suzuki (1988) explained that a learner's perception of an information source, and the amount of effort the learner expends in acquiring information from that source can be influenced by the degree to which the experience is enjoyed. Motivation of the learner has a direct result on what is learned as well as the degree to which it is learned according to the authors.

Gruber and Surdovel in a journal article (1987) describe a project which utilizes childrens' interest in television to focus on integrating media and language arts skills.

It is therefore apparent that students might benefit from a creative and motivational method of instruction for vocabulary skills.

One interesting way that teachers might use to introduce new vocabulary to students would be through the use of creative, dramatic skits centered around words and their meanings that are video taped and presented for their classes. Bell-Metereau (1982) suggested in her position paper that a growing resistance to video presentations began to develop during the 1960's. She has suggested that society should be very concerned when a home computer and video tape machine become the most important status symbol of an entire generation of youngsters, a process that might be going on right now. Teachers of literature and writing are going to become academic dinosaurs if they do not catch up to their students and learn how to exploit the entertainment and educational value of technological advances.

As students become more engrossed with technological entertainment, the "look up the word and write a

sentence" appears to be a numbing educational experience at best and a losing battle compared to the motivation provided by programs such as Sesame Street for the preschooler or Nintendo for the middle school student.

CHAPTER III

Method

Three weeks prior to the implementation of the 10 week program a survey was distributed among all faculty members at the targeted middle school asking for suggested vocabulary words for this project. The teachers were asked to suggest words that they felt their students did not know, or should know for each of the curriculum areas. From the list of vocabulary terms submitted, 50 key vocabulary words were selected for the project. They are as follows:

archeologist
abolition
armistice
boycott
emancipate
impressment
Laissez Faire
monopoly
nationalism
muckraker
oblique
volume
area
compare
contrast
correct
definition
nullification
propaganda
rendezvous
martial law
plateau
brogan
sham
attendance
referral
behavior
paragraph
rhyming
invariably
analyze
assess
categorize
construct
tardy
expectation
preceding
sphere
unique
vertical
horizontal
circumference
cylinder
rectangle
convince
differentiate
distinguish
enumerate
estimate
evaluate

Two weeks prior to the implementation of the program the instructor wrote a "Vocabulary Activities Booklet" (Appendix B:44). A Teachers Lexicon (Appendix C:55) was also written to ensure the students successful completion of the weekly follow-up lessons. The "Vocabulary Activities Booklet" contained lessons numbered 1 through 10 which corresponded to each week of the project. It provided follow-up activities for extension and reinforcement of the skills mastered for both the target group and the control group. These activities were suggested by two Reading Coordinators from the local Public School System. They stated that exercises such as those found in the "Student Activities Booklet" had in their experience proved useful in reinforcement of newly presented vocabulary terms.

During the same week a meeting was held with the Broadcast Arts Magnet Instructor and the Media Technician to ensure successful filming of the peer dramatic definition skits. As noted in Table III, a time line was established indicating the production of five short skits each week as well as the designation of the vocabulary terms to be used each week. The students were instructed to randomly select a group of broadcast arts students from the seventh, eighth, and ninth grades. Each student

was assigned five of the vocabulary terms, one week's lesson, to research. For each vocabulary term they wrote a creative dramatic presentation that did not exceed 60 seconds in length. The authors of the skits were then chosen from among their peer students to play the various roles in the productions. Computer graphic students were assigned to design various types of print for the skit. The author, or lead student was responsible for casting, constructing props, staging, and rehearsing the individual skits. Filming time was Monday during third period which was the time that the students were in the Broadcast Arts Class. The writer attended the filming sessions and had the final approval of the production. Schedule for final production of each five word lesson was one week in advance of the presentation to the target group.

Table III

Vocabulary Broadcast
Time Line for Production Crew

Two weeks prior to Implementation	Meeting with teachers and technicians of Broadcast Arts classes to organize initiation of production.
One week prior to Implementation and each week thereafter for 10 weeks	**Monday** - Student director was selected to research five vocabulary terms and write one 60 second skit for each term. **Tuesday** - Skit scripts were reviewed by instructor - revised and cast was selected by student director. **Wednesday** - Props, special graphic and other effects were organized by television technician crew - cast rehearsed skit. **Thursday** - Dress rehearsal for filming with revisions and corrections were given. **Friday** - Final filming of words skits for following weeks - Monday broadcast was completed.

This program was dependant upon the availability of a video recording camera, a video recording player and a television set. To date most middle schools have access to this equipment. The targeted middle school had the availability of a recording studio and computer graphics equipment which ensured the professional production of each skit.

One week prior to implementation of this project 18 students were randomly selected from the first and second period of the Talented Dance Class. This class consisted of seventh, eighth, and ninth grade students from the non-Hispanic White, Black, and Hispanic races. Once the target population had been randomly selected by drawing names out of a bag, a teacher written pretest was administered. For purposes of this study this group is referred to as the target group. Refer to Table IV for time line of implementation.

Table IV

Target Group Time Line
For Project Implementation*

Week 1	Administered Pretest **Monday** - Viewed five vocabulary terms on television. **Tuesday thru Friday** - Completed written exercises in "Vocabulary Activities Booklet."
Weeks 2-9	**Monday** - Viewed five term skits on television. **Tuesday thru Friday** - Completed written exercises in "Vocabulary Activities Booklet."
Week 10	**Monday** - Viewed five term skits on television. **Tuesday thru Friday** - Completed written exercises in "Vocabulary Activities Booklet." **Friday** - Administered Posttest.

*The control group followed this project time line but they did not view the televised vocabulary skits each week.

During the same week a control group was randomly selected in the same manner from the third and fourth period Talented Dance class. This group is referred to as the control group for purposes of this study. This control group of students was administered the teacher written pretest. Scores for both groups were tabulated

and recorded by the writer one week prior to implementation.

During the next 10 weeks the target group viewed the five skits at the beginning of the class period on Mondays. Each Monday they viewed one lesson that introduced the five new vocabulary terms to be emphasized that week. Each Tuesday through Friday the target and the control group completed the written lessons in their "Vocabulary Activities Booklet."

At the conclusion of the 10 weeks of treatment a posttest was administered to the target group and the control group. Scores were tabulated and compared. These figures allowed for successful evaluation of the program. The writer administering this program was responsible for all testing, tabulation of pretest and posttest scores, and comparison of the results.

To date, there has been little evidence that the same strategies used for the "Sesame Street" program have been tried at a middle school level. Assuming that most middle school students enjoy seeing friends on television and assuming that vocabulary comprehension is a significant factor in low Stanford Achievement Test scores, it was a reasonable assumption that this program provided motivation, skills, and entertainment resulting

in higher future Stanford Achievement Test scores for students who are socioeconomically depressed and/or deficient in the English language.

Students have done the majority of the work themselves which did not place a burden on their teachers. Sometimes new creative programs place enormous demands on teachers who are already overburdened and this results in a less than enthusiastic approach to new programs. These students wrote and participated in the skits. Their direct input enhanced associative learning patterns and added to their storehouse of prior knowledge. It was observed that those students involved in the production of these skits learned the vocabulary terms and seemed to enjoy exploring various creative ways to introduce them to their peers. It was observed that this part of the project was completed in an energetic and positive manner by the students. One student interviewed stated that "he could not wait until his friends had a chance to view the skit he had written and produced." This was an unexpected outcome of the project.

CHAPTER IV

Results

The successful evaluation of vocabulary skills using multimedia techniques was dependent upon the control group pretest/posttest design. The control group and the target group consisted of 18 students randomly selected from one of the four talented dance classes.

Both groups were given a pretest to determine a baseline of knowledge. At the conclusion of the 10 week treatment period both groups were given the same teacher written posttest. Scores for each student are found in Table V.

Table V

Pretest and Posttest Scores

25 Test Items

Control Group			Target Group		
Student	Pretest Score	Posttest Score	Student	Pretest Score	Posttest Score
A	7	9	AA	8	13
B	12	14	BB	11	16
C	12	14	CC	12	16
D	12	14	DD	12	16
E	13	15	EE	13	17
F	13	15	FF	13	17
G	14	15	GG	14	17
H	14	15	HH	14	18
I	14	16	II	14	18
J	14	16	JJ	15	22
K	14	16	KK	15	23
L	16	18	LL	16	24
M	16	18	MM	16	24
N	16	18	NN	17	24
O	17	18	OO	17	25
P	18	20	PP	17	25
Q	18	20	QQ	23	25

Control Group		Target Group	
Median Pretest Score	14.0	Median Pretest Score	14.5
Median Posttest Score	16.0	Median Posttest Score	20.0
Median Gain	2.0	Median Gain	5.5

Both groups completed the 10 lessons in the "Vocabulary Activities Booklet" while only the target group viewed the multimedia dramatic presentations each Monday on the Television in the classrooms.

Objectives were considered successful because the target population showed a 5.5 median gain on the vocabulary posttest. Results from the practicum were

measured by comparing the pretest and posttest median scores of the control and target groups. The pretest is the same as the posttest. It is an objective multiple choice test that determines if the student has the vocabulary skills necessary to define 25 of the 50 vocabulary terms introduced to both groups during the 10 week treatment period. It was noted that the control group achieved a median gain of two points on the posttest which can be attributed to normal learning activities and exposure to reinforcement exercises found in the "Student Activities Booklet." The target group had a median gain of 5.5 points on the posttest which can be directly attributed to the target groups added treatment of watching the peer group skits on the television in their classroom during the 10 week period between the administration of the pretest and the posttest. Results showed that significant gains can be made in vocabulary skills through the use of multimedia techniques using a similar population provided adequate follow up is provided. It is also apparent from the writers observation and student interviews that the students participating in the production of the television skits also gained knowledge of the new vocabulary terms.

CHAPTER V

Recommendations

Based upon positive evaluation of this project a plan was proposed to the targeted middle school administration suggesting the multimedia dramatic presentation be implemented school wide for a 10 week period. "Vocabulary Activities Booklets" and "Teacher Lexicon Booklets" will be printed for each teacher and student. The video productions introducing five new vocabulary terms each week will be viewed on Mondays during the following school year. To date the principal of the targeted middle school seems very enthusiastic and supportive of a school wide vocabulary improvement project. It is suggested that the program be implemented during the advisement periods with the teacher advisors monitoring the students' completion of the "Vocabulary Activities Booklet."

During the following school year the targeted middle school will implement a team approach to curriculum to allow reinforcement of the new vocabulary skills in all classes.

To motivate teachers and students to participate in the school wide project, prizes will be solicited from the surrounding community. Cruises, gift certificates, and other donations would be used as incentives to encourage positive participation by teachers and students. Each student that scored 80 percent or better on the posttest will have his name entered in the drawing for prizes. It is suggested that the Parent Teacher Association secure the prizes from the community. This would increase parent and community involvement in the project. Teachers with students who qualify for the drawing will be rewarded as well. The principal has agreed to allow those teachers qualifying for an award be granted a personal day on the next teacher planning day.

This project should be used as a stepping stone for a permanent school wide television production. Characters should be developed and appear in the series weekly. Vocabulary terms for the series will be drawn from the present QUIP (Quality Incentive Instruction Program) PROJECT, or simply be vocabulary terms suggested by the teachers. It is proposed that the show be called "South Street." The music department will be encouraged to develop a theme song and a vocabulary activities booklet will be written for each series of broadcasts.

The practicum project will be made available to other schools with similar settings through the sharing of activity video tapes and booklets. Inservices will be set up through the district training centers to assist school administration and personnel in the implementation of the program.

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APPENDICES

APPENDIX A

PRETEST/POSTTEST

NAME_____

PERIOD_____

TEACHER_____

Vocabulary Pretest ____ Vocabulary Posttest ____

DIRECTIONS: Choose the letter that best defines the underlined terms and bubble in the corresponding letter on the Scantron Card.

1. archeologist

A. A doctor who treats sick or injured animals
B. a person engaged in the study of earlier people
C. a person who is an expert of semantics
D. a person who lives in a cave

2. Laissez Faire

A. fare charged by cab drivers
B. the way something turns out
C. the principle of non-interference
D. the principle of being set free

3. emancipate

A. to cause to be self-conscious
B. to escape by being quick or clever
C. to be involved in difficulties, quarrels
D. to be set free from slavery or strict control

4. monopoly

A. exclusive control of the use or sale of a service
B. branch of linguistics which deals with the formation of words
C. condition in which there is equal pressure on each side
D. agent through which something is accomplished

5. rendezvous

A. a point where two roads cross
B. meeting by arrangement
C. to express in round numbers
D. to refuse to arrive at a meeting place

6. martial law

A. a law whereby two people are married
B. military rule during an emergency
C. civil rights law
D. an Oriental form of art

7. propaganda

A. items designed to win audience to a particular point of view
B. props used on stages to hold someone up in the air
C. to produce offspring
D. introduction to a literary work

8. nationalism

A. having the appearance of holiness
B. the use of national laws to predict a happening
C. favoring a republican form of government
D. ardent belief in one's nation

9. expectation

A. to ask for with authority
B. to lower in dignity or character
C. looking forward to something
D. depressed; low spirited

10. preceding

A. something that happened before
B. something that happened after a time, place, rank, etc.
C. instructing the ordering of something
D. resulting in or suggesting dire happenings

11. unique

A. diagonal to a horizontal line
B. different from all of the others
C. intended to deceive or give a false appearance
D. a legendary animal

12. sphere

A. a wooden stick with a sharp pointed end
B. geometric solid with a surface that is the same distance from a center point
C. the measurement of a line which is tangent to a parallel one
D. the amount of space occupied by a body

13. analyze

A. to determine the amount of
B. to examine critically
C. never changing
D. to show likeness

14. categorize

A. to build together
B. to make certain
C. to put into any broad class
D. to distinguish between two items

15. enumerate

A. to declare value
B. to present a speech on a certain topic
C. to list or name one-by-one
D. to express the meaning of

16. rectangle

A. neither vertical or horizontal
B. a parallelogram of all right angles
C. a geometric figure in which all distances from the center are equal
D. a line perpendicular to the horizontal

17. horizontal

A. a position in which a person stands or sits
B. never changing position
C. at right angle to a vertical line
D. an expectation of angle

18. rhyming

A. agreeing in sound
B. agreeing in spelling
C. agreeing in beginning letters
D. agreeing in punctuation

19. convince

A. to assure attendance
B. to argue in favor of
C. to cause someone to believe
D. to encourage participation in an event

20. differentiate

A. to single out as unlike
B. to determine the amount of
C. an axle on a car
D. to build or put together

21. volume

A. the surface area of a geometric figure
B. the amount or quantity of something
C. the measurement of a line
D. the order of objects

22. boycott

A. to voice an opinion in favor of something
B. to force a person to act
C. to refuse to participate in
D. doing away with or putting an end to

23. sham

A. to induce a person to act
B. to cause embarrassment
C. to show intent to deceive
D. military rule

24. attendance

A. the fact of being present
B. to direct to a certain place for information
C. to force into military service
D. to deny participation in an event

25. armistice

A. to suspend fighting
B. to sum up to verify
C. lying close to or next to something
D. unconventional

APPENDIX B

VOCABULARY ACTIVITIES BOOKLET

VOCABULARY: LESSON 1

NAME_____ **DATE**_____

DIRECTIONS: Read each word in Column I. Write the letter of the correct definition from Column II beside each of the vocabulary words.

I		II	
1.	____ boycott	a.	to release from slavery or restraint
2.	___ abolition	b.	an order of government forbidding ships to enter or leave port
3.	___ emancipate	c.	to combine against (a person, business, nation), not to buy from, sell to, or associate with
4.	___ armistice	d.	a person who studies the people, customs, and life of ancient times by excavating, classifying, and studying the remains of ancient cities, artifacts, and other records
5.	___ archeologist or archaeologist	e.	official, but temporary stop in fighting, often while a permanent end of fighting is arranged; a truce
		f.	suspension of Negro slavery; complete destruction

DIRECTIONS: Write a paragraph using four of the five vocabulary words from Column I. The paragraph must contain at least five sentences and have a topic sentence at the beginning of the paragraph; in the middle of the paragraph; or at the end of the paragraph. Underline the topic sentence.

_____

_____

_____

_____

_____

_____

VOCABULARY: LESSON 2

NAME_____ **DATE**_____

A. DIRECTIONS: Read the vocabulary words and their meanings carefully.

1. impressment: the act or practice of impressing men or property for public service or use

2. Laissez Faire: the principle of letting people do as they please; absence of regulation or interference by government

3. monopoly: exclusive control of a commodity or service; such control granted by a government

4. nationalism: patriotic feelings or efforts; extreme patriotism; the desire and plans for national independence

5. muckraker: a person (journalist) who hunts for and exposes corruption, especially in big business, government, bureaus, etc.

B. DIRECTIONS: Read each sentence below. If a vocabulary word is used correctly in a sentence, write T on the line in front of the sentence. If the vocabulary word is used incorrectly in a sentence, write F on the line in front of the sentence.

___ 1. Dr. Abbot could no longer remain silent--he decided that regardless of consequences, he must speak out in favor of **nationalism** and national independence.

___ 2. The Miami Tribune journalist did not mind being called a **muckraker** because he knew he was right in uncovering the corruption in the county government.

___ 3. During Governor Atkin's term of office, many restrictive laws were put into effect and strict enforcement was mandated; a climate of **Laissez Faire** slowly began to emerge throughout the state.

___ 4. During the Civil War, many fishing boats were used by the Rebels to carry supplies; the fishermen did not agree with this policy of **impressment**.

___ 5. The government allowed a few farmers to have a **monopoly** on growing and selling cotton, thereby creating an above average price of cotton products.

VOCABULARY: LESSON 3

NAME_____ **DATE**_____

A. Read each word in Column I. Write the letter of the correct definition from Column II beside each vocabulary word.

I			II	
1.	___	nullification	a.	an appointment or engagement to meet at a fixed place or time; meeting by appointment
2.	___	propaganda	b.	the unwillingness of a state to allow a Federal law or judicial decision to be enforced with its territory
3.	___	rendezvous	c.	rule by the army, national guard, or militia with special military courts instead of by the usual civil authorities
4.	___	martial law	d.	plain in the mountains or at a height above the sea; a temporary halt in the learning progress of an individual, depicted on the curve or chart showing the rate of learning; the level at which something is stabilized for a period, as would be shown on a graph by a horizontal line.
5.	___	plateau	e.	systematic efforts to spread opinions or beliefs; any plan or method for spreading opinions or beliefs

LESSON 3 (Continued)

B. Write a meaningful sentence with each of the first four words in Part A. Fill in the boxes of the "web" with the different meanings of the word "plateau."

1. _____

_____

2. _____

_____

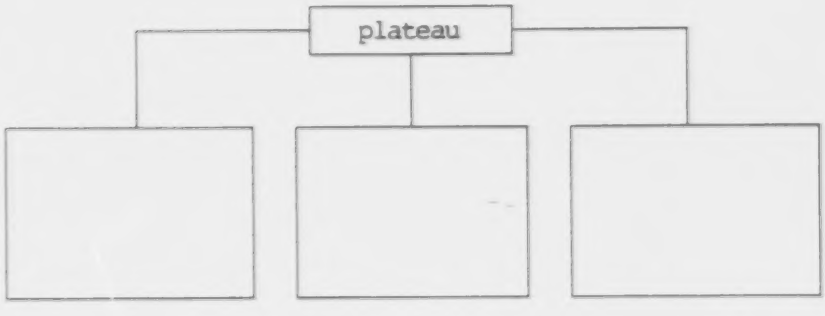
3. _____

_____

4. _____

_____

5.



VOCABULARY: LESSON 4

NAME_____ **DATE**_____

A. Read each word and its meaning(s) carefully.

1. sham: pretense, fraud; counterfeit, imitation; a cover or the like to give a thing a different outward appearance
2. brogan: coarse, strong shoe
3. attendance: the people present; persons attending
4. referral: the directing or assigning of someone or something to a person or place for some purpose
5. behavior: way of acting; manners, deportment; the observable responses of persons or animals considered as subject matter for psychological study

B. Write each vocabulary word under the appropriate heading. Then use each word in a meaningful sentence.

NOUN	VERB	ADJECTIVE	OTHER

1. _____
2. _____
3. _____
4. _____
5. _____

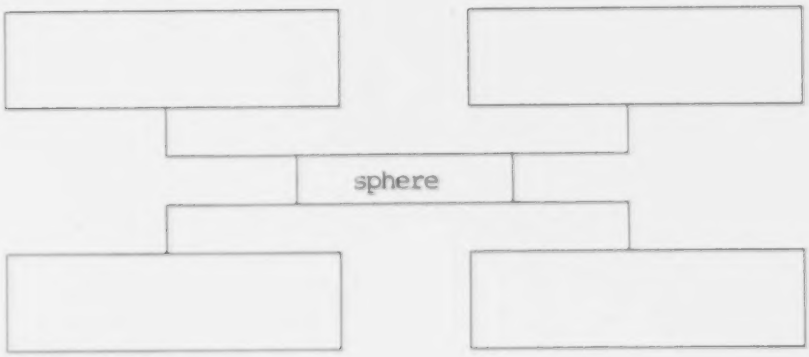
VOCABULARY: LESSON 5

NAME_____ **DATE**_____

A. Read each word in Column I. Write the letter of the correct definition from Column II beside each of the vocabulary words.

I		II
1. ___	tardy	a. going before, coming before, previous
2. ___	expectations	b. having no equal, being the only one of a kind, standing alone in comparison to others
3. ___	preceding	c. behind time, late for a meeting, school, or appointment
4. ___	sphere	d. anticipation; a thing excected or looked forward to
5. ___	unique	e. a round geometric body whose surface is equally distant at all points from the center; any of the stars or planets; the place or surroundings in which a person or thing exists, acts, works, etc.; the whole province, domain, range of a quality, thing, activity, etc.

B. Complete the web with the different meanings of the word "sphere."



VOCABULARY: LESSON 6

NAME_____ **DATE**_____

DIRECTIONS: Read each vocabulary word carefully and write the definition for each on the lines provided.

1. vertical _____

_____

2. horizontal _____

_____

3. oval _____

_____

4. cylinder _____

_____

5. rectangle _____

_____

DIRECTIONS: Draw a figure depicting each of the vocabulary words and label each one.

VOCABULARY: LESSON 7

NAME_____ **DATE**_____

DIRECTIONS: Read each vocabulary word and write the definition of each on the lines provided.

1. oblique _____

2. volume _____

3. area _____

4. compare _____

5. contrast _____

DIRECTIONS: Read each sentence below. If the underlined vocabulary word is used correctly in the sentence, write **T** on the line provided. If the word is used incorrectly, write **F** on the line.

___ 1. The Leaning Tower of Pisa is standing at an **oblique** angle.

___ 2. Although we were certain that the two stones were exactly alike, we saw a great **contrast** when we placed them side-by-side.

___ 3. The **area** that I made on the test was a foolish one.

___ 4. The class project was to **compare** the rise and fall of Adolph Hitler with that of Napoleon Bonaparte.

___ 5. The collector of rare books finally was able to obtain and complete his **volumes** of the writings of Aristotle.

VOCABULARY: LESSON 8

NAME_____ **DATE**_____

DIRECTIONS: Read each vocabulary word and write each definition on the lines provided.

1. correct _____

2. definition _____

3. paragraph _____

4. rhyming _____

5. invariably _____

DIRECTIONS: Write each vocabulary word under the correct heading.

NOUN	VERB	ADVERB	ADJECTIVE	OTHER

VOCABULARY: LESSON 9

NAME_____ **DATE**_____

DIRECTIONS: Read each word carefully. Use each vocabulary word in a sentence.

1. analyze _____
2. assess _____
3. categorize _____
4. construct _____
5. convince _____

DIRECTIONS: Change each of the above verbs into adverbs and use in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY: LESSON 10

NAME_____ **DATE**_____

DIRECTIONS: Write the definition for each of the vocabulary words on the lines provided.

1. differentiate _____

2. distinguish _____

3. enumerate _____

4. estimate _____

5. evaluate _____

DIRECTIONS: Change each of the vocabulary words into the past tense and use each in a sentence.

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

5. _____ _____

APPENDIX C

TEACHERS' LEXICON

VOCABULARY

1. **archeologist** - noun; person trained in archeology and usually engaged in it as a profession (archeology is the study of earlier peoples, based on the remains of their towns or villages, and on relics, such as weapons, utensils, or ornaments found in these remains.

2. **abolition** - doing away with or putting an end to; the abolition of slavery

3. **armistice** - agreement between two opposing armies to suspend fighting; truce; Armistice Day is November 11, 1918--the day World War I Armistice was declared. The anniversary is now called Veterans' Day.

4. **boycott** - to refuse, in agreement with others, to buy from, sell to, or have dealings with a person, firm, or nation in an effort to force the adoption of a certain course of action; (From Captain Boycott, an English land agent so treated by his neighbors in Ireland in 1880.)

5. **emancipate** - to set free from slavery or strict control; liberate (Emancipation Proclamation, January 1, 1863, made by President Lincoln, giving freedom to Negro slaves living in those states still in active rebellion against the United States.)

6. **impressment** - to force into military or naval service by seizing and holding, once a customary practice; (The British used to impress men into their navy.)

7. **Laissez Faire** - principle of non-interference; in economics, the theory that a government should interfere as little as possible in trade, industry, labor, etc.

8. **monopoly** - noun; exclusive control of the use, sale, or distribution of a commodity or service by one person or one group of persons; example: Coinage is a government monopoly.

9. **nationalism** - noun; love of one's nation or country, patriotism; the desire to make one's nation free of control by another country.

10. **muckraker** - noun; the person who searches for and exposes real or alleged corruption, dishonesty, etc. in public life

11. **nullification** - noun; the act of nullifying, or the condition of being nullified; doctrine that a state has the right to refuse to obey or enforce an act of Congress or a Federal Court decision.

12. **propaganda** - noun; statements, printed material, etc. designed to win the audience over to some official point of view; especially, such statements when they are based on lies and deceit.

13. **rendezvous** - noun; meeting by arrangement

14. **martial law** - noun; military rule or authority imposed on a country or region in place of civil law, during a war or other emergency

15. **plateau** - noun; high area of land; tableland; relatively stable; level in the growth or evolution of something, especially business.

16. **brogan** - noun; heavy, coarse work shoe; usually having a hobnailed sole, formerly worn in Ireland and Scotland

17. **sham** - noun; a pretense or show intended to deceive; false appearance. (His anger is a sham.); imitating or substituting for something genuine

18. **attendance** -noun; fact of being present as at school; the number of persons present; the record of the number of persons present; state of looking after of waiting upon some person or thing (The nurse is in attendance.)

19. **referral** - refer; to direct (someone) to a certain place for information or aid (At our school, a referral is a written form used to send a student to the assistant principal for infraction(s) in class and/or failure to follow the school rules.)

20. **behavior** - noun; conduct; actions

21. **tardy** -adj.; not on time; late; slow

22. **expectation** - noun; a looking forward to something; anticipation

23. **preceding** - vt; something that happened before in time, place, rank, importance, etc.

24. **sphere** - noun; geometric solid with a surface that is everywhere the same distance from a center point

25. **unique** - adj.; alone of its kind; different from all of the others; odd, rare; unusual; singular

26. **vertical** - adj.; a line that is perpendicular to the horizontal

27. **horizontal** - adj.; at right angles to a vertical line; flat level

28. **circumference** - noun; the line that bounds a circle or other rounded figure or area; the length of such a line

29. **cylinder** - noun; solid geometric figure described by the circumference of a circle as it moves along a straight line. The ends of this figure are equal parallel circles.

30. **rectangle** - noun; parallelogram of which all angles are right angles

31. **oblique** - neither vertical or horizontal; slanting; diagonal; not direct or straight forward

32. **volume** - noun; the amount of space occupied by a body in three dimensions as measured by cubic units; amount, quantity; one of a set of books (example: one book from a set of encyclopedias)

33. **area** - noun; measure of the surface of a piece of land or of a geometric figure or solid (the area of a square): region or district; range or scope of an activity (area or range of study)

34. **compare** - vt; to examine in order to find out; or show likenesses or differences (She compared to two watches.): to describe as similar

35. **contrast** - vt; to compare in order to show unlikenesses or differences

36. **correct** - vt; to remove errors from or indicate errors in, make or set right; right exact, accurate; right according to a standard of judgement

37. **definition** - noun; explanation of the meaning of a word, phrase; describing the nature or limits of something; sharpness of outline

38. **paragraph** - noun; small section of a piece of writing, usually made up of a number of sentences and one topic (The beginning of each paragraph is on a new line and is usually indented.)

39. **rhyming** - verb; agreeing or corresponding in sound; agreeing in the final sounds of two or more words, syllables, or final lines of verse

40. **invariably** - adv.; never changing; constant

41. **analyze** - vt; to separate into parts or elements; to examine critically

42. **assess** - vt; to fix or determine the amount of; fix or set as in property; also to hold someone responsible for such a tax

43. **categorize** - vt; to put into any broad class or division

44. **construct** - vt; to build, put together; mathematics--to draw geometric figures with such instruments as compass, protractor, straight edge, etc.

45. **convince** - vt; to make (someone) certain; cause (someone) to believe

46. **differentiate** - vt; single out as unlike; to observe an unlikeness or difference between; discriminate, distinguish; to become different

47. **distinguish** - vt; to mark as different; to set apart; to see clearly the difference between (two things); to perceive, recognize; to bring fame or honor on (oneself)

48. **enumerate** - vt; to list or name one by one; to count, number

49. **estimate** - vt; to form an opinion or judgement about (value, amount, size, etc.). noun; calculation of cost or value; written statement of such calculation; judgement, opinion

50. **evaluate** - vt; to declare or estimate the value or worth of; appraise; mathematics--to replace a variable or variables in (algebraic expression) by a permissible number or numbers and perform the operation indicated in the expression